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ABSTRACT

Aimed at classroom teachers, researchers, staff developers, and policymakers, this bibliography of approximately 375 items is intended as a resource for the development of curricula that explicitly employ oral and written language to support learning across the curriculum. The journal articles, theses, and books in the annotated bibliography were published between 1966 and 1994, with most entries carrying publication dates between 1980 and 1994. The bibliography is divided into sections on Theoretical/General Discussion; Research on Language and Learning across the Curriculum; The Practical Literature: General; The Practical Literature: Related to Disciplines (including art and music, engineering, health sciences, reading, biology, chemistry, social studies, and special education); Teacher Education; University Teaching; Planning Writing across the Curriculum Programs; Evaluating Writing across the Curriculum Programs; and History of Writing across the Curriculum Programs. (RS)

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LANGUAGE AND LEARNING ACROSS THE CURRICULUM BIBLIOGRAPHY

compiled by the

Language and Learning Across the Curriculum Committee

of the National Council of Teachers of English

November, 1994

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LANGUAGE AND LEARNING ACROSS THE CURRICULUM BIBLIOGRAPHY

The mission of the Language and Learning Across the Curriculum Committee of the National Council of Teachers of English is to advocate for the central role of language in the teaching/learning process. In one effort to fulfill this mission, the committee has compiled a bibliography of the educational literature that addresses the subject, "language to learn across the curriculum". The audience for this bibliography includes classroom teachers, researchers, staff developers, and policy makers. It is intended to be a resource for the development of curricula that explicitly employ oral and written language to support learning across the curriculum.

Although we have attempted to produce a comprehensive bibliography, we realize that a bibliography becomes increasingly incomplete the second it is published. Therefore, readers are asked to send feedback to the committee that critiques the existing items in the bibliography as well as calls our attention to new references as they appear in the literature.

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